

Teacher Performance Evaluation Task Force
DRAFT of Proposed Recommendations
October 1, 2008

Vision Statement

To adopt a statewide research-based framework for a teacher evaluation system from which individual school districts will implement a fair, objective, reliable, valid and transparent evaluation process.

Task Force Goals for a Framework

Framework will support a teacher evaluation system that:

- Impacts teacher performance
- Incorporates multiple measurements of effectiveness and achievement
- Communicates clearly defined expectations
- Enhances and improves student learning.
- Is universally applicable – equality and consistency for large and small districts across the state
- Has flexibility for unique situations within districts
- Is fair and consistent
- Includes formative and summative evaluations
- Includes self evaluation/reflection
- Includes multiple measures of professional growth

The Framework

As minimum standards for teacher evaluation in all Idaho schools and districts, the state is adopting the Charlotte Danielson Framework for Teaching domains and components of instruction. Danielson explains that in the Framework for Teaching, the complex activity of teaching is divided into 22 components clustered into four domains of teaching responsibility:

- Planning and Preparation (Domain 1)
- Classroom Environment (Domain 2)
- Instruction (Domain 3)
- Professional Responsibilities (Domain 4)

Each component defines a distinct aspect of a domain. In the full Danielson framework, two to five elements describe a specific feature of a component; however, for the purpose of statewide minimum standards, inclusion and use of elements are left to district discretion.

Districts who have developed locally defined standards for teacher evaluation may demonstrate alignment to Danielson's Framework when getting their plan approved by the State Department of Education.

Domain 1 – Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Goals

- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Assessing Student Learning

Domain 2 – Learning Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

Domain 3 – Instruction and Use of Assessment

- 3a: Communicating Clearly and Accurately
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Providing Feedback to Students
- 3e: Demonstrating Flexibility and Responsiveness
- 3f: Use Assessment to Inform Instruction and Improve Student Achievement

Domain 4 – Professional Responsibilities

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Contributing to the School and District
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

The Evaluation Plan Design

Teachers:

For the purpose of the evaluation process, teachers are identified as belonging to one of four groups:

- New to Teaching [category 1 or 2 contracts];
- Experienced (4+ years) New to District [category 1, 2, 3 or continuing contracts];
- Experienced (4+ years) [category 3 or continuing contracts];
- Teacher-in-Need [any category contract]

The task force recommends a statute change to require that category one contract teachers are included in the evaluation process.

The evaluation process for each of these groups may be determined by the local district, provided that it meets the minimum number of evaluations per year required in Idaho laws and rules:

- Category 1, 2 and 3 Contracts = Minimum of two written evaluations, with one completed before January 1 of each year.
- Continuing Contract Status = Evaluated once annually.

Districts are encouraged to include pathways in the evaluation process for experienced teachers that promote a teacher's self-inquiry and continuous improvement of the craft of teaching.

Teacher-in-Need:

The Teacher-in-Need status is separate from due process provisions in the teaching contract. It is meant to identify specific needs and goals to improve a teacher's practice. Teacher-in-Need can be triggered in two ways:

- A maximum of two consecutive unsatisfactory determinations in the same domain *or*
- Two unsatisfactory determinations in two domains in one evaluation.

The frequency of evaluation for teachers in the Teacher-in-Need status will be determined in the teacher's formal improvement plan or plan of assistance.

To move out of the Teacher-in-Need category, teachers must receive one satisfactory evaluation in all four domains.

Performance Levels:

Each district must identify descriptors of performance levels for each domain, which will, at a minimum, address proficient and unsatisfactory practice. Example of performance levels a district might identify include: unsatisfactory, basic, proficient, distinguished. In recognition of research into mastery, proficient performance in a domain is meeting 80% of the components.

Training and professional development:

As part of each district's process and implementation of a teacher evaluation model, there must be a plan for ongoing training for evaluators/administrators as well as professional development for teachers on the district's evaluation tool and process. Districts must ensure that all administrators responsible for performing evaluations be trained in the district approved evaluation model.

Reliability and Validity:

Part of the vision of the Teacher Performance Evaluation Task Force is for each district's evaluation tool and process to be valid and reliable and utilize data to support those qualifications. Districts will report content validity data within the first year – gather input from those being evaluated on the indicators within components and domains (this meets the requirements in the Idaho Administrative Code 08.02.02.120). Reliability is demonstrated through the plan for ongoing training for evaluators to ensure that different evaluators recognize the same behaviors at the same level of performance.

Technical Assistance:

The State Department of Education will provide regional training on the Danielson Framework utilizing existing financial resources during the summer of 2009. A website will also be developed that will serve as a resource to districts as they develop their teacher evaluation models. This website will include samples of state-approved district evaluation models along with other related resources. The State Department of Education will host regional workshops to assist districts in the development of their plans. Each school district plan will be reviewed initially to ensure compliance with the new standards. Plans will be reviewed by State Department of Education Deputies and Directors who will be trained to evaluate plans for

compliance. Plans that are not approved will be returned to the districts highlighting recommendations for change. The State Department of Education will establish a process of appeals for districts that wish to contest a plan that was not approved.

Contact Information

A complete list of Teacher Performance Evaluation Task Force Members is attached below.

If you have any questions about the draft recommendations, please contact Nick Smith, Deputy Superintendent of School Support Services, at (208) 332-6959 or NWSmith@sde.idaho.gov.

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Members of the Teacher Performance Evaluation Task Force

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Parent	Maria Nate	Rexburg
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Principal	Karen Pyron	Butte County School District
Superintendent	Roger Quarles	Caldwell School District
Parent, PTA	Suzette Robinson	Blackfoot
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